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ABSTRACT

The report describes the summer institute of the cooperative College-School Science Program, Prince George's County/University of Maryland, which met from June 21 to July 28, 1972 in Riverdale, Maryland. Participants consisted of twenty-five teachers who were enrolled for six hour credits from the University of Maryland. The overall objectives of the program were to increase teacher capabilities and to incorporate selected concepts and methodologies from two national projects with the social studies courses of the Prince George's County secondary schools. The institute focused on two phases, the first being familiarization of the materials and teaching strategies associated with the High School Geography Project (HSGP) and the Sociological Resources for the Social Studies (SRSS). The second phase concerned development of projects integrating materials and teaching strategies of the two curriculum projects into the local curriculum. Activities consisted of peer teaching of selected activities of the HSGP and SRSS, a retreat, work periods, and cluster/level meetings. Two release time personnel will be working with the participants during the academic year. A list of individual and/or team projects which focused on integration and adaptation is provided. (SJM)

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INTERIM REPORT - SUMMER INSTITUTE

Cooperative College-School Science Program
Prince George's County/University of Maryland

Summer, 1972
Parkdale Senior High School

SP 005459

The Summer Institute portion of the Program met from June 21, 1972 to July 28, 1972 at Parkdale Senior High School, Riverdale, Maryland. There was a total of twenty-five (25) teacher-participants in attendance. Twenty-four (24) of the participants received a stipend and one voluntarily attended. All twenty-five (25) participants enrolled six hour credits from the University of Maryland.

Prior to the start of the Institute, the staff (three from the University of Maryland and four from the Prince George's County System) had a series of Planning sessions in order to clarify the goals and expectations, develop a coordinated position, and devise a strategy for achieving the objectives of the Program.

The basic strategy employed provided for a two phase operation. The first phase would concern itself primarily with familiarization of the material and teaching strategies associated with the High School Geography-Project and the Sociological Studies Project. The second phase of the Institute would concern itself with the development of projects integrating the materials and teaching strategies of the two Curriculum Projects into the local curriculum.

The formal aspects of the familiarization phase of the Institute lasted till July 10. The first week of the Institute followed a prescribed format devised by the staff. The staff, in its pre-planning decided to provide a set format just for the first week of the Institute and then at the end of the first week to have a two day retreat to provide an opportunity for the participants to plan the organization of the Summer Institute.

The activities of the first week consisted of peer teaching of selected activities of the H.S.G.P. and S.R.S.S. materials, work periods for the preparation of a peer teaching situation, and cluster/level meetings. Peer teaching involved the participants in that they had to prepare lessons for presentation to the group and lead a critique of the materials and teaching strategy demonstrated. Too, peer teaching provided an excellent vehicle for developing interaction among the participants while also achieving the goals of familiarization with the materials. The staff and teachers familiar with the materials served as consultants and aides for the participants preparing demonstrations.

In addition to large group meetings, the participants were divided into cluster groups based on locational factors, and level groups based on whether they taught senior high school, or junior high school. The junior high school group was divided into an 8th/9th grade group and a core group. This was due primarily to the availability of the Core Supervisor from Prince George's County who is a member of the staff. The cluster meetings concerned themselves with problems and goals associated with the community the teachers served. All levels were represented in the cluster group and communication between senior high school and junior high school teachers was facilitated. The level group provided a vehicle for articulation of common problems and goals associated with a particular level from a variety of areas of Prince George's County. During the first week, cluster and level meetings were called to examine the objectives of the Program, to clarify what the objectives meant in terms of the area they served and the level they taught, and to identify possible avenues for project formulation. It was indicated to the participants that the objectives of the Program and the Summer Institute were the parameters established, and that the specific goals they set, while taking these parameters into account, should reflect what they think are the most fruitful avenues to pursue. The staff worked on the premise that the participants were the ones most directly involved in teaching at the secondary level and to allow them to react to the materials in terms of potential adaptation to the local curriculum.

The two day retreat was held at St. Mary's College, St. Mary, Maryland on June 28th and June 29th. Room and board for the twenty-five (25) participants and seven (7) staff was provided by the Prince George's County Board of Education through the efforts of Maurice Erly, a staff member from the County. The major objectives of the retreat were to have the participants react to the procedures employed by the staff during the first week of the Institute, to continue to identify potential means of integrating the H.S.G.P. and S.R.S.S. materials in the County Curriculum, and to expedite the intellectual and social interaction of the participants and staff.

The first day of the retreat focused in on the question of the organization of the Summer Institute. Through evaluation forms, large and small group sessions, and "fishbowl" reaction sessions, the strengths and weaknesses of the Summer Institute were articulated. The participants offered changes to the format which were examined and an implementation scheme devised by an elected committee. At the end of the final session of the first day, the participants and staff engaged in key traditional activity of the St. Mary area, namely a soft and hard shell crab feast.

The second day of the retreat was concerned with the objectives of the Program and project formulation. The question of expectation - what the participant expectations were and what the staff expectations were - was paramount. Through level and cluster meetings, the participants began to clarify what projects they thought were worthwhile and what was feasible in terms of the overall Program.

The primary outcome of the retreat was the development of communication among the participants and among the staff. The participants realized that the Summer Institute and Program was instituted for their benefit, they must be involved in the planning, and that they have a "stake" and responsibility in terms of the Program. Through the discussion concerning expectation problems in communication were identified and to some degree, at this stage, resolved.

The remaining part of the formal familiarization phase of the Summer Institute ran from June 30th to July 10th. The organization scheme devised by the participants followed the following format:

A.M. Session: Overview Presentation
Work period on overview presentation, peer teaching demonstrations, individual projects

P.M. Session: Overview Presentation
Work Period

The overview presentation basically consisted of a presentation by the participants in which the objectives teaching strategies, and content organization of activities and units of the H.S.G.P. and S.R.S.S. materials was presented. Actual demonstratic of the activities was deleted from the overview. The motivation behind the overview notion was the desire to be exposed to all the materials of the Curriculum Projects. Peer teaching was retained. Selection of peer teaching activities was geared to those activities which provided a teaching strategy, or content organization which could serve as a model.

During this period of time, emphasis was placed on the identification of projects the participants decided to work on. As potential projects were identified they were examined by the staff and by fellow participants. It became

evident as the participants started to articulate what they wanted to do that the projects would take many different forms. In order to avoid duplication and expedite communication concerning projects, individual files were developed for the participants. The files and a master sheet indicated topics, teaching strategies for integration, progress sheets, and conference notes. The staff assumed the role of consultant, resource people, and reactors. The projectors took the form of revised course outlines, reworking materials to suit needs of the students served, selection and reorganization of activities in line with new topics, correlating activities from H.S.G.P. and S.R.S.S. materials, and integration of units as they exist into the current school curriculum. (See section on #new courses)

As project identification became firm and familiarization with the materials accomplsihed, there was a shift of emphasis from organized time to time spent on individual and group projects. Accordingly, from July 10th to the end of the Summer Institute, time was spent entirely on the integrating phase. Participants worked on their material with no formal presentation scheduled. There continued to be some peer teaching till July 14th. Informal familiarization occured through the previewing of selected films, games, resource and teaching materials. This was done on an individual basis. The opportunity for some demonstration lessons occured when a class in Urban Geography was made available at High Point Senior High School and Parkdale Senior High School. Materials from H.S.G.P. and materials adapted by the participants were demonstrated. This, however, was on a limited basis.

During the final week of the Summer Institute, secretaries were hired to type and duplicate the materials generated by the participants. Thursday afternoon, a picnic was sponsored by the Coordinating teacher, Ron Robeson, and staff. The last day of the Summer Institute focused ~~in~~ on the question of evaluation, a review of activities and acoomplishments and the continuing nature of the Program. The session on evaluation was concerned with the administering of the Beliefs and Attitude in Social Studies questionnaire, evaluation of the Summer Institute, and the question of evaluation of the year, project materials and materials generated by the participants. The two release time personnel, Ron Robeson and Joseph M. Cirrincione, who will be working with the participants during the academic year, reiterated the functions they will be performing, and indicated the type of on going activities the participants will be involved with during the academic year.

The participants in this Institute represent both Junior and Senior High School. Within their respective levels, several grades and subjects are included. Specifically, of the Junior High School teachers, six participants teach 7th grade Core, three teach 8th grade American History, four teach 9th grade Social Studies. The remaining participants teach Senior High School courses with two teaching Psychology, three teaching Behavioral Sciences, one teaching Contemporary Social Issues, one teaching Contemporary Political Issues, one teaching Black Studies, and four teaching Urban Geography.

In order to reach the Institute's objectives of incorporating selected concepts and methodologies from the national projects within the social studies courses of Prince George's County secondary schools and increasing teacher capabilities, the participants saw as their goals - the integration, adaptation, and development of materials and teaching strategies that would be of value primarily to them, and subsequently to other teachers within the school system. Consequently, the major focus of their work was attuned to their respective school courses for the school year, 1972-73.

Categorically, the participants' individual and/or team projects included the following:

I. INTEGRATION

A. Integration of H.S.G.P. and S.R.S.S. Materials into Existing Prince George's County Curriculum

Three participants became involved in this activity. One integrated materials from H.S.G.P. into the Contemporary Political Issues course and two participants incorporated S.R.S.S. episodes into the Contemporary Social Issues curriculum, and two into Psychology.

B. Creation of New Course Outlines Utilizing H.S.G.P. and S.R.S.S. Materials

Four participants used the project materials to construct new outlines of existing courses on the Senior High School level. For example, the Behavioral Science course was reconstructed to include some of the activities from various S.R.S.S. episodes, as well as activities from the H.S.G.P. materials.

C. Creation of Topical Approach to an Existing Curriculum

Instead of a more traditional chronological approach to American History, one participant developed a topical approach to this course using the project materials to implement the instruction.

D. Updating the S.R.S.S. and H.S.G.P. Materials

The prime focus of one participant's work was the updating of biographies of the leaders found in the episode on "Black Leadership." Although not the primary activity of the other participants, this task of updating permeated many other projects as well.

II. ADAPTATION

A. Adaptation of H.S.G.P. and S.R.S.S. Materials into Existing Prince George's County Curriculum

Three participants took this route of changing where necessary the project materials to meet the needs of their courses, their local school area, and their students. For example, the S.R.S.S. episode of "Simulating Social Conflict" was adapted for use in a unit in 9th grade social studies on conflict within the family, within minority groups, and conflict between nations.

B. Development of New Materials Localized to the Washington Suburban Area

Four participants utilized the teaching strategies from the H.S.G.P. project and conducted research of data from the local area. For example, census data on Prince George's County area were found to replace and/or to use for comparisons with the information in the national project. New materials were developed to be incorporated within the project materials that will be used for instruction during the coming academic year.

C. Adaptation of H.S.G.P. and S.R.S.S. Materials to other Reading and Grade Levels

Three participants engaged in this activity. The "Game of Farming", an activity in the H.S.G.P. project, was rewritten for use in the 8th grade American History course. The S.R.S.S. episode on "Leadership in American Society" was rewritten and a graphic handout was reconstructed for use in junior high classes. Several other activities from S.R.S.S. episodes were rewritten for lower reading levels.

D. Development of New Units Utilizing H.S.G.P. and S.R.S.S. Materials and Strategies

Six participants developed units that were both current and related to existing curriculum. In one team project, the participants made use of current events in the form of recent floods and constructed a unit compairng reactions to this situation in the United States, Pakistan, and The Netherlands. Another team of participants developed a new unit entitled 'Man's Basic Needs" incorporating materials and strategies from both national projects.

With peer teaching envisioned as the major vehicles for exposure to materials and teaching strategies, the staff did not provide any formal presentations. As the peer teaching occured, staff input was provided. Naturally, the artificial boundaries of roles assumed broke down and the question of function of individual staff occured. The uneasiness associated with the format used was soon identified as inherent in the format, and the staff soon realized that a degree of ambivalence in terms of role identification was necessary.

During the Integration phase of the Summer Institute, the question of who should monitor the work of the participants and who should provide input in terms of curriculum revision occured. It was generally felt that the staff from the university could provide help in curriculum development, and identification of feasible projects. The staff from the county could provide input in terms of the County's needs and the County curriculum. While this generally worked out there were times when confustion arose concerning the advice given the participants. Because of the varied nature of the participants' projects, it made it somewhat more difficult for the staff to be fully aware of the minor revisions that occured as the projects progressed.

Too, the personnel from the county began to realize as the Institute progressed that their half time committment to the Institute was not the best arrangement. It is doubtful whether it was within their power to provide any alternative type of time committments for a six week period. It was most fortunate that interpersonnel relationships among staff and participants were amiable and that open and frank discussion was possible.

From the vantage point of the participant there was the initial problem of what constituted a "project", project articulation, and project development. The question of feasibility, in terms of time and resources available, usefulness in terms of the individual and county curriculum, and standard format were paramount. While many of these "problems" were resolved and some still pending, the degree to which they were "problems" will become evident during the implementing phase of the Program during the school year.

The following is a tentative schedule of the academic year meetings. There is scheduled a total of ten half day meetings. At the present, the following dates have been selected.

November 1, 1972 9:00 to 3:00

January 26, 1973 9:00 to 3:00

February 28, 1973 9:00 to 3:00

Meeting in the beginning of April (to be scheduled)

Meeting near the end of May (to be scheduled)

Due to budget readjustment, the County cannot provide firm dates at this time. We have been assured by the County that a total of ten half days will be provided for the Program during the comming school year.

Cooperative College School Science Program
University of Maryland - Prince George's County School System
H.S.G.P & S.R.S.S (GW7170)

Teacher-Participants Summer Institute, 1972
Dr. Joseph M. Cirrincione, Director

Name	Address & Phone Number	School
ANDERSON, Charles	1701 Belle Haven Drive Landover, Maryland 20785 322-2457	Thomas Pullen J.H.S.
AINSWORTH, Barbara	8720 Pamper Lane Oxon Hill, Maryland 20022 248-3153	Roger B. Taney J.H.S.
BRACKEN, Parker	9723 Nuirkirk Road Laurel, Maryland 20810 953-2297	Suitland S.H.S.
BRUNNER, Adella	4324 Rowalt Dr., No. 102 College Park, Maryland 20740 277-5076	Thomas Johnson J.H.S.
CHERRY, Robert	2205 Guilford Rd., No. 204 Hyattsville, Maryland 20783 431-1846	Laurel S.H.S.
ELLIOTT, Robert	3714 Idolstone Lane Bowie, Maryland 20715 262-6014	Bladensburg J.H.S.
FLEISCHMAN, Frank	6138 Surrey Square Lane, No. 104 Forestville, Maryland 20028 420-2349	Suitland S.H.S.
GRAVES, Robert	6233 Springhill Drive A203 Greenbelt, Maryland 20770 345-6357	Parkdale S.H.S.
HADAWAY, Michael	10011 Taylor Avenue Oxon Hill, Maryland 20022 292-2748	Lord Baltimore J.H.S.
HARRIS, Irving, Jr.	802 Hillsboro Drive Silver Spring, Maryland 649-3728	Parkdale S.H.S.
HILL, Charles	3008 Lake Avenue Cheverly, Maryland 20785 773-9568	Thomas Johnson J.H.S.

Cooperative College School Science Program
Teacher-Participants Summer Institute, 1972 cont.

Name	Address & Phone Number	School
HILL, Gloria	3008 Lake Avenue Cheverly, Maryland 20785 773-9568	Largo S.H.S.
HOUCHEN, Virginia	11406 Lottsford Road Mitchellville, Maryland 20716 390-6921	Largo S.H.S.
KEISER, Fay, Jr.	12927 Marquette Lane Bowie, Maryland 20715 262-1962	Bladensburg J.H.S.
LEVY, Stephen	P.O. Box 132 Greenbelt, Maryland 20770	Laurel J.H.S.
PHELPS, Penelope	RFD 2, Box 278 Laurel, Maryland 20810 725-5272	Laurel J.H.S.
RAGSDALE, William Jr.	Apt. 10, 1500 Iverson St. Oxon Hill, Maryland 20021 630-3497	Roger B. Taney J.H.S.
ROBERTS, Rebekah	6739 Riverdale Road Riverdale, Maryland 20840 459-5898	William Wirt J.H.S.
ROBY, Clifton III	811 Gorman Ave., Apt. 133 Laurel, Maryland 20810 498-5347	Laurel J.H.S.
SCIANNELLA, Joseph	6408 Princess Garden Parkway Lanham, Maryland 20801 577-1410	Bladensburg S.H.S.
SCOTT, Richie	7811 Den Meade Avenue Oxon Hill, Maryland 20022 248-9234	Lord Baltimore J.H.S.
SNYDER, Wayne	11328 Cherry Hill Road Beltsville, Maryland 20705 937-2495	High Point S.H.S.
THEIS, Michael	7316-15th Avenue Takoma Park, Maryland 20012 434-4184	Laurel S.H.S.

Cooperative College School Science Program
Teacher-Participants Summer Institute, 1972 cont.

Name	Address & Phone Number	School
WILLIS, Curtis	5964 Westchester Park Drive College Park, Maryland 20740 345-1362	Parkdale S.H.S.
ZANG, Mary	9415 Woodberry Street Seabrook, Maryland 20801 577-3462	Bladensburg S.H.S.

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